This book is aimed at educators, school administrators, teachers and support staff who are situated at the entry or early adoption levels of Information and Communication Technology (ICT) use in their schools and classrooms. There is a technology-based revolution in teaching and learning just waiting for chances to occur and the author, Brooks-Young, does a good job bringing forth the issues and how we can tackle them. The way she describes these issues are very descriptive. Every chapter contain introductory/contextualizing and background remarks, outlines of common objections and concerns relating to usage, and discussion points.

I nearly didn't get beyond page one when I read: "Students who live in industrialized nations around the world are increasingly disenchanted with the education programs provided. They view educators who use traditional teaching methods as being out of touch. They rankle at completing the same projects and assignments their parents and even grandparents did when they attended school. They believe that the technology tools that are banned on campus are, in fact, the keys to success in their future." This is an astonishing and disturbing scenario. I have often heard tech-savvy high school students say they don't like having access to ICT in school because it distracts them from high-stakes academic work. Furthermore, they respect their teachers (just like their parents did, I suspect) and no doubt trust their methods and programs. A little later, Brooks-Young proposes: "It may be that what we really need to grapple with is the fact that our current system of education no longer helps all students flourish" (page 8). When did any educational system allow all students to be equally on the same level?   
  
 Second, Brooks-Young works states, "... it is incumbent upon educators to create engaging learning environments that mirror the real world and to ensure that students acquire the skills needed to function in these settings ... So what we need to ask is whether our schools are serving students well by providing up-to-date, relevant tools for learning the skills they need to lead successful lives" (pages 2-3 and also compare with page 121). In my opinion, policymakers and administrators often use the "keep-yourself-relevant" argument in the absence of strong pedagogy skills. Further, what teachers and students really need is a pedagogical undergirding that allows them to make robust, informed choices based on theories of learning. Brooks-Young mentions project-based learning and constructivism in the chapter on Netbooks but does not elaborate.   
 This is a book with a limited and limiting focus. It concentrates mostly on classroom uses of technology and homegrown matters. Brooks-Young's book is an entry point into a conversation that can be talked about for hour and hours amongst teachers, administrators and other educational leaders. Containing many controversial issues and statements this is definitely a book to read.